



# Regional Benchmarking for School Readiness Indicators for 2020



FIRST THINGS FIRST

# Vision and Strategic Direction

Vision for Children in Arizona

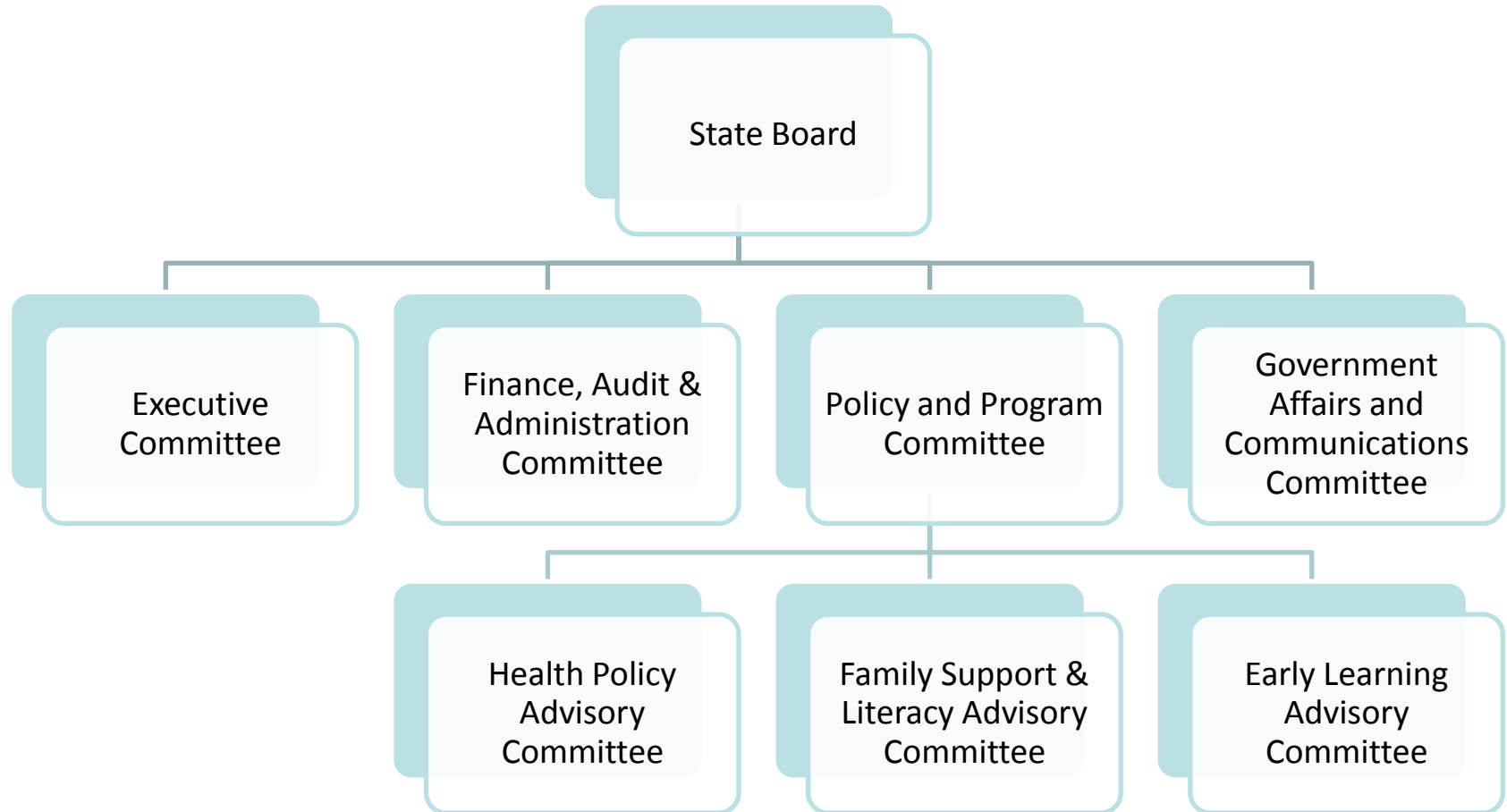
System to Support that Vision (both content and characteristics)

First Things First Role, Outcomes and Benchmarks

Useful Tool for Regional Partnership Councils, Statewide Strategies, Public Affairs Agenda



# FTF Advisory Committees



# Priority Roles

1. Quality, Access and Affordability of Regulated Early Care and Education Settings
2. Family Support and Services
3. Professional Development System
4. Nutrition and Physical Activity
5. Quality Health Care and Coverage
6. Public Awareness and Support
7. Adequate and Sustainable Funding
8. A Comprehensive, Aligned and Accountable System
9. Quality Standards, Curriculum and Assessments

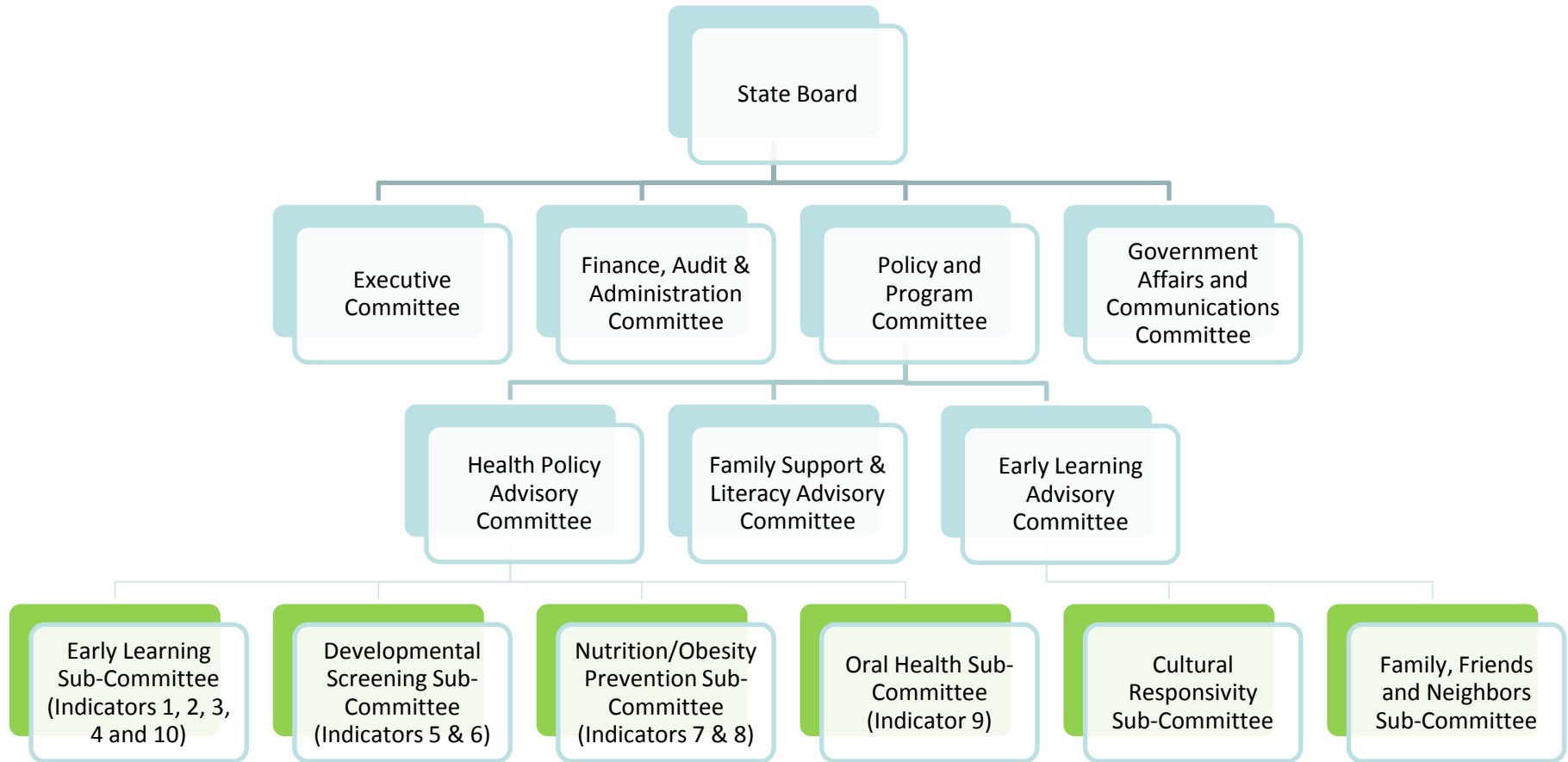


# School Readiness Indicators

1. Children demonstrating kindergarten readiness in development domains
2. Children enrolled in high quality learning programs
3. Children with special needs/rights enrolled in high quality early learning programs
4. Families accessing affordable high quality early learning programs
5. Children with newly identified developmental delays in the kindergarten year
6. Children exiting special education prior to kindergarten
7. Children at a healthy body weight
8. Children receiving timely well-child visits
9. Children with untreated tooth decay
10. Families competent and confident about ability to support their child



# FTF Advisory Committees



# State Level Benchmark Development

For each School Readiness Indicator, sub-committees were asked to identify the following for each state level benchmark:

- Reliable data source for which to set the benchmark
- Baseline measure (initial or current data used to establish a benchmark)
- Trend line or information that shows previous changes over time and is used to predict future progress



# Glossary

- **School Readiness Indicator** – measure of progress toward the system outcome at the state and regional levels
- **Benchmark** – targeted number and percentage for an indicator
- **Baseline Data** – initial data used to establish benchmark
- **Trend Data** – a view of the data changes over time that is used to establish the benchmark
- **Key Measures** – provides sub-measures and context for benchmark, or an interim measure of progress





# Three Categories for Recommended Benchmarks

## A. Approved benchmarks with complete data:

6. Children exiting special education to kindergarten regular education
7. Children at healthy body weight
8. Children receiving timely well-child visits
9. Children with untreated tooth decay
10. Families competent & confident about ability to support their child

## B. Approved benchmarks with baseline data collection just beginning:

2. Children enrolled in high quality learning programs
3. Children with special needs/rights enrolled in high quality early learning programs
4. Families accessing affordable high quality early learning programs

## C. Benchmarks requiring further data development and decisions:

1. Children demonstrating kindergarten readiness in development domains
5. Children with newly identified developmental delays in the kindergarten year



# Regional Benchmarking

<b>Timeline</b>	<b>Activity</b>
<b>August – December 2012</b>	<b>Data Knowledge and Understanding</b>
<b>January – March 2013</b>	<b>Data Review and Analysis</b>
<b>April – July 2013</b>	<b>Decisions on Benchmark Recommendation</b>
<b>August – September 2013</b>	<b>Solicit Public Feedback</b>
<b>October – December 2013</b>	<b>Finalize Recommendations</b>
<b>April 2014</b>	<b>Recommendations to Board</b>



# Regional Benchmarking

- Critical tools that will hold us accountable for progress toward system change to achieve real and measurable development or change
- Initiate cross-sector partnerships and initiatives is as significant, and perhaps even more so than using indicators and benchmarks only to inform funding decisions



# Regional Benchmarking

## **Review of Data and Indicators Selected by Regional Councils**



# Regional Benchmarking

## **Navajo Nation Regional Partnership Council's selected Indicators:**

1. Children demonstrating kindergarten readiness in development domains
2. Children enrolled in high quality learning programs
7. Children at a healthy body weight
8. Children receiving timely well-child visits
10. Families component and confident about ability to support their child



# Regional Benchmarking

## Data Sources



# Regional Benchmarking

## Data Recap

- Indicator #3—suppressed for all regions; need to determine how want to approach this indicator and can look at key measures
- Indicator #7 for tribes—working to get data from ITCA; regional councils will need tribal approval to use the data
- Indicator #8 for tribes—working with ITCA and IHS; some regional councils have permission through needs and assets from IHS
- Indicator #8—There is progress on AHCCCS approval to provide county based data but not zip code data, so concern for Maricopa and Pima



# Regional Benchmarking

## Data Recap

- Indicator #9—in development at regional level like indicator #1 and #5 are at the statewide level though may be able to identify other statewide data sources to establish that can be used for trends
- Indicator #10 for tribes—will need to integrate questionnaire in needs and assets
- To develop—narrative on each indicator regarding data sources that were considered and how decision was made on selection of data used for tracking indicator
- To develop—narrative on key measures and what will be available at regional level
- Further discussion needed on regional councils establishing other key measures

